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ABSTRACT

This study compared full-time (FT) and part-time (PT) faculty at Cardinal Stritch College (CSC) in Wisconsin with one other and against national norms in regard to goals and attitudes toward their institution. A total of 173 FT and PT faculty from CSC participated in a national survey of 33,986 FT and PT faculty conducted by the Higher Education Research Institute at the University of California Los Angeles. Similarities and differences with national norms in regard to professional, teaching, and personal goals are reported and discussed. The CSC survey found that a smaller percentage of PT faculty (86.6 Percent) were aware of the values of the institution according to the mission statement than were FT faculty (100 percent). A significantly higher number of FT faculty (80.8 percent) indicated that they incorporated these values in work outside of classroom to a larger extent than PT faculty (51 percent). CSC addressed the concerns raised by these figures by revising its faculty hiring and mentoring process and by updating its peer teaching consultant program and orientation for all adjunct faculty. (MDM)

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Do part-time faculty fully understand the values of an institution? If not: what can be done about it?

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Abstract

An increasing number of colleges are hiring more and more part-time faculty for a multiplicity of reasons. Moreover, institutions, especially religious schools, are guided by their missions and core values. This paper examines a Catholic college's use of the nationwide UCLA/HERI survey; the analysis indicates that part-time faculty are significantly less likely to be familiar with the core values of this college. This information helped the College revise and restructure faculty development and mentoring programs. The implications for hiring practices and strategic planning are discussed.

Executive Summary

In the 1995-1996 academic year, Cardinal Stritch College (CSC) participated in a nationwide survey of faculty. A total of 173 full- and part-time Stritch faculty members responded, representing a 61% response rate to a stratified random sample. While many selected results are similar to the national norms, noteworthy differences exist, suggesting that the CSC full-time faculty have a more positive view of many items on the survey compared to the national norm. Analysis of responses reveal significant differences between full- and part-time faculty in the understanding and implementation of the values as stated by the College Mission Statement.

Background

In the fall and winter of the 1995-1996 academic year, Cardinal Stritch College participated in a national survey of college and university faculty conducted by the Higher Education Research Institute (HERI) at the University of California in Los Angeles (UCLA). Nationwide, a total of 59,933 faculty members from 384 two- and four-year colleges and universities responded. Of these responses, 33,986 were included

in the national norms report: 12,209 (36%) were from private four-year colleges and 2,399 (7% of the total) were from Catholic four-year colleges. Of the 384 institutions represented, 219 (57%) were private four-year colleges and 41 (11% of the total) were Catholic four-year colleges.

Inclusion in the national report was based, 1) on whether an individual institution had an adequate response rate and, 2) on whether respondents spent some time teaching undergraduates (Sax, Astin, Arredondo, & Korn, 1996). In other words, if an institution had an adequate response rate, administrators with faculty status were only included in the norms if they had taught during the survey period. This paper reports findings based on responses of part-time faculty and full-time teaching faculty. Administrators with faculty status are excluded, regardless of whether they also had teaching opportunities.

The Survey Instrument

The survey instrument was developed by HERI, based in part on previous surveys of faculty and supplemented by items concerning community service. Seven questions specifically designed for Cardinal Stritch College were developed locally by the Institutional Research Department in consultation with the Faculty Council, the elected faculty governance body. These questions included four items designed to determine respondents' understanding and implementation of the stated values of the College.

Sampling Methodology

To conserve resources, the decision was made to select a sample of the faculty population using the following methodology: names and addresses of all full-time faculty members, including administrators with faculty status, were obtained based on payroll records. Part-time faculty names and addresses were based on receiving a payroll

check for instruction within the previous twelve months. The names of part-time faculty were listed in one of the following five categories: 1) Arts and Sciences Division. 2) Teacher Education Division. 3) Business and Management Division (BMD). Region 1 (Milwaukee). 4) Business and Management Division. Region 2 (Madison). and 5) Business and Management Division. Region 3 (Minneapolis). The survey sample consisted of one hundred percent of full-time faculty and a stratified random sample of 50% from each of the five above-mentioned categories of part-time faculty.

The following table indicates the number selected and the response rate from each category. It should be noted that the national survey reported a 42% response rate overall (Sax et al. 1996) compared to a 61% total response rate for Cardinal Stritch College.

Table 1
Selection and Response Rates for 1995-1996 Faculty Survey at Cardinal Stritch College

Faculty category	Total in payroll	Total selected	Percent selected	Response	Response rate	Percent of category
Administrators	11	11	100.00	8	72.73	72.73
Traditional full-time	66	66	100.00	46	69.70	69.70
Arts and Science: Part-time	131	67	51.15	26	38.81	19.85
Teacher Ed. Div: Part-time	24	15	62.50	13	86.67	54.17
BMD: Region 1 Part-time	88	50	56.82	32	64.00	36.36
BMD: Region 2 Part-time	84	36	42.86	22	61.11	26.19
BMD: Region 3 Part-time	88	49	55.68	24	48.98	27.27
Unidentified	NA	NA	NA	10	NA	NA
Total	481	283	58.84	173	61.13	35.97

Background Characteristics

Cardinal Stritch College full- and part-time faculty tend to be younger than the national norm, with 43.4% of full-time faculty younger than age 45, compared to 36%

nationally. Similarly, Cardinal Stritch College faculty respondents have less institutional seniority than the national norm: 76.1% having been hired 10 or fewer years ago, compared with 48% nationally (Sax et al. 1996).

Table 2
Background Characteristics of CSC Full-time Faculty Respondents, by Gender and Year

Background Characteristics	Full-time Faculty						Full- or part-time Status					
	Total		Male		Female		Total		Part-time		Full time	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Age												
less than 35	2	4.3	1	6.7	1	3.2	12	7.5	10	8.8	2	4.3
35-44	18	39.1	4	26.7	14	45.2	54	34.0	36	31.9	18	39.1
45-54	18	39.1	5	33.3	13	41.9	61	38.4	43	38.1	18	39.1
55-64	7	15.2	5	33.3	2	6.5	27	17.0	20	17.7	7	15.2
65 or more	1	2.2	0	0.0	1	3.2	5	3.1	4	3.5	1	2.2
Total	46	100.0	15	100.0	31	100.0	159	100.0	113	100.0	46	100.0
Years since hired												
5 or fewer	26	56.5	8	53.3	18	58.1	91	57.2	65	57.5	26	56.5
6 to 10	9	19.6	2	13.3	7	22.6	44	27.7	35	31.0	9	19.6
11 to 20	9	19.6	4	26.7	5	16.1	19	11.9	10	8.8	9	19.6
21 to 30	1	2.2	1	6.7	0	0.0	4	2.5	3	2.7	1	2.2
More than 30	1	2.2	0	0.0	1	3.2	1	0.6	0	0.0	1	2.2
Total	46	100.0	15	100.0	31	100.0	159	100.0	113	100.0	46	100.0

Professional Goals

Professional goals of CSC full-time faculty are similar to the national norm on some items and very different from the national norms on others. Table 3 compares the percentage of faculty who consider each item "essential" or "very important." Percentage of CSC full-time faculty interested in teaching, research, and being a good colleague are close to the national norm, while interest in outside activities, community service, and

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participating in administrative and committee work are very different from the national norms. While part-time faculty share the goals of being a good teacher and engaging in outside activities, interest is consistently lower in all other items.

Table 3
Professional Goals of Higher Education Faculty: CSC Full-time Faculty and the National Norms

"Very Important" or "Essential" Goals	CSC Full-time Faculty (percent)	CSC Part-time Faculty (percent)	National Norms (percent)
Engage in research	52.1	30.3	55
Engage in outside activities	64.4	63.7	49
Provide services to the community	67.4	56.3	42
Participate in administrative/committee work	43.5	21.3	28
Be a good colleague	91.4	78.9	87
Be a good teacher	100	99.2	99

Teaching Goals

Table 4 compares percentages of CSC full-faculty to the national norms with respect to teaching goals for undergraduate students. CSC full-time and part-time faculty responses compare closely with the national norms in considering the goals of "Develop ability to think clearly" and "Increase self-directed learning," but full-time faculty differ markedly from the national norms on such items as the importance of preparation for employment and for graduate education, developing moral character and personal values, instilling a commitment to community service, and preparing for responsible citizenship. On some items part-time faculty agree with full-time CSC faculty, and in other areas there are differences. For example, part-time faculty are more likely to agree with the nationally normed views on the importance of teaching the classics of western civilization and instilling commitment to community service.

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Table 4
Goals for Undergraduate Students: CSC Full-time Faculty and the National Norms

"Very important" or "Essential" Goals	CSC Full-time Faculty (percent)	CSC Part-time Faculty (percent)	National norms (percent)
Develop ability to think clearly	100.0	100.0	99
Increase self-directed learning	91.3	93.8	92
Prepare for employment	82.6	80.6	70
Prepare for graduate education	45.7	39.6	54
Develop moral character	78.3	70.0	57
Provide for emotional development	43.5	37.5	37
Prepare for family living	21.8	28.6	17
Teach the classics of western civilization	19.6	28.6	28
Help develop personal values	71.7	66.4	60
Enhance out-of-class experience	45.6	43.2	41
Enhance self-understanding	73.9	67.3	61
Instill commitment to community service	65.2	38.1	35
Prepare for responsible citizenship	78.2	65.8	61

Personal Goals

Table 5 compares personal goals of CSC faculty with the national norms. For approximately half of the items. CSC full-time faculty responses are similar to the national norms. However. CSC full-time faculty consider it more important than the national norm to influence social values. help others in difficulty. participate in cleaning up the environment. develop a meaningful philosophy of life. and promote racial understanding. One might suggest that these items are relatively more altruistic in nature. and full-time CSC faculty responses on less altruistic items are closer to the national norms. By comparison. on many items the responses of part-time faculty are between those of full-time faculty and the national norms. While the goal of developing a meaningful philosophy of life is equally important to part-time and full-time faculty. the

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goal of obtaining recognition from colleagues is notably less important to part-time faculty.

Table 5
Personal Goals of Faculty: CSC Full-time Faculty and the National Norms

"Very important" or "Essential" Goals	CSC Full-time Faculty (percent)	CSC Part-time Faculty (percent)	National norms (percent)
Become an authority in own field	61	53	57
Influence political structure	17	16	16
Influence social values	65	44	40
Raise a family	74	73	73
Be very well-off financially	37	43	36
Help others in difficulty	82	72	64
Be involved in environmental cleanup	43	39	34
Develop meaningful philosophy of life	87	87	79
Help to promote racial understanding	76	57	60
Obtain recognition from colleagues	48	28	45

Stress

Regarding stress, an interesting paradox exists: while the percent of CSC full-time faculty who report various levels of stress is not very different from the national norm (Table 6), when considering individual sources of stress, CSC full-time faculty indicate higher levels of stress on all but four items (Table 7). On some items, such as household responsibilities, the differences are marked. By contrast, CSC part-time faculty tend to be less stressed than full-time faculty or the national norm, both overall and in response to individual sources of stress.

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Table 6
Stress Experienced by CSC Faculty Compared to the National Norms

Amount of Stress During the Last 2 Years	CSC Full-time Faculty (percent)	CSC Part-time Faculty (percent)	National Norms (percent)
Extreme	32	13	33
Moderate	58	61	56
Little	10	27	11

Table 7
Sources of Stress Experienced by CSC Faculty Compared to the National Norms

"Extensive" or "Somewhat" Sources of Stress	CSC Full-time Faculty (percent)	CSC Part-time Faculty (percent)	National Norms (percent)
Household responsibilities	87	71	69
Child care	44	34	32
Care of elderly parent	39	34	27
My physical health	37	40	43
Review/promotion process	44	31	45
Subtle discrimination	24	14	24
Personal finances	67	69	59
Committee work	63	19	56
Faculty meetings	63	18	50
Colleagues	59	20	56
Students	67	43	61
Research or publishing demands	54	15	49
Institutional procedures and "red tape"	67	41	69
Teaching loads	74	26	63
Children's problems	47	24	32
Marital friction	24	23	25
Time pressures	94	77	86

Institutional Issues

A variety of issues is summarized on Table 8, including issues of diversity, faculty/student relationships, and faculty/administration relationships. Results of this section indicate that full- and part-time faculty respondents hold a relatively positive view

on most items compared to the national norm. In some instances, the differences between responses of CSC faculty and the national norm are large and noteworthy. Examples of items where large differences exist in the responses include the belief that students are well prepared academically, that administrators act in good faith, and that faculty are committed to welfare of the local community. In each case, CSC faculty who responded to the survey indicated that they agree with the statement more than the national norms. Not surprisingly, there are differences between full- and part-time faculty members on these and other issues.

Table 8
Perspective on Institutional Issues by CSC Full-time Faculty and the National Norms

"Agree Some" or "Agree Strongly" that...	CSC Full-time Faculty (percent)	CSC Part-time Faculty (percent)	National norms (percent)
Faculty interested in students' problems	96	87	77
Faculty are sensitive to minority issues	94	87	76
People don't respect each other	33	15	34
Students are well prepared academically	48	58	24
Student Affairs staff is supported by faculty	72	82	59
Faculty is committed to welfare of institution	96	90	83
Courses include minority perspective	73	53	46
There's low trust between minorities and administration	34	19	37
Faculty is interested in students' academic problems	84	85	82
There's a lot of racial conflict here	7	1	13
Courses include a feminist perspective	47	41	37
Faculty of color are treated fairly	95	93	87
Women faculty are treated fairly	100	96	84
Administrators act in good faith	89	93	62
Courses involve community services	48	42	31
Students are committed to community service	35	36	22
Faculty committed to welfare of the local community	82	73	59

Mission-related Issues

Of particular interest in the College's decision to participate in this survey was the issue of College Values. The Office of Institutional Research, in cooperation and consultation with the Faculty Council, developed a set of questions designed to determine if differences exist between part-time and full-time faculty as to their familiarity with the Values of Cardinal Stritch College as stated in the Mission Statement. The questions were intentionally broad and general in wording to avoid "prompting" of respondents. As reported in Table 9, noticeable differences were clear between part- and full-time faculty on these items.

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Table 9
Values-related Items for Full- and Part-time Faculty at CSC

	CSC Full-time faculty		CSC Part-time faculty	
	N	Percent	N	Percent
Are you aware of the values according to the Mission Statement?				
Yes	52	100	101	88.6
No	0	0.0	13	11.4
How confident are you in your understanding of the values?				
Very confident	35	66	49	43.0
Somewhat confident	17	32.1	44	38.6
Unsure	1	1.9	8	7.0
Somewhat lacking in confidence	0	0.0	6	5.3
Very lacking in confidence	0	0.0	7	6.1
Do you incorporate the values when teaching your courses?				
To a large extent	38	74.5	59	52.7
Somewhat	13	25.5	42	37.5
Not at all	0	0.0	11	9.8
Do you incorporate the values in work outside the classroom?				
To a large extent	42	80.8	52	51
Somewhat	10	19.2	42	41.2
Not at all	0	0	8	7.8

Summary

This report has summarized selected similarities and differences between the national norms as compared to Cardinal Stritch College full-time teaching faculty. As expected, a smaller percentage of part-time faculty (88.6%) respondents indicated they are aware of the values according to the mission statement than full-time faculty (100%).

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Moreover, 66% of the full-time faculty responding indicated they are very confident in their understanding of the values as compared to 43.0% of the part-time faculty who responded to the questionnaire. Not surprisingly, there was a difference of more than 20% when comparing the full-time faculty to part-time faculty indicating they incorporate the values of the mission statement in teaching their courses.

Correspondingly, a significantly higher number of full-time faculty responded (80.8%) that they incorporate the values in work outside of the classroom to a larger extent than part-time faculty (51%). The disparities in these numbers point to an area of concern. Like many institutions of higher education, CSC depends more and more on part-time faculty to teach courses; values of the institution are critical to the overall educational experience of students, yet adjunct faculty may not incorporate these values in and outside of the classroom as extensively as full-time faculty. Are students receiving less than a "complete" educational experience when the instructor is a part-time as opposed to full-time?

Cardinal Stritch College addressed these concerns by revising its hiring and mentoring processes. The overwhelming majority of faculty in the Business and Management Division are part-time instructors and are required to participate in an extensive assessment process as part of the hiring procedures. A full array of questions regarding the values and mission of the College were integrated into the interview process. This was designed to evaluate potential faculty on how they would synthesize the values of the College into the course work. In addition, the emphasis on values in the interview process was designed to impress upon the candidate the importance of the subject.

The Division also updated the Peer Teaching Consultant Program and Orientation for all adjunct faculty. Previously, all adjunct faculty completed an extensive mentoring program where they met with, observed, and then were observed teaching by a senior faculty member. The mentoring faculty assisted the new adjunct faculty throughout their first teaching assignments. The mentoring process was revised to include one-on-one facilitation, emphasizing the values of the College in and outside of class as part of the total educational process that faculty must address. The Orientation was also revised to include training on the values of the College and their importance in instruction. Because of the results from the survey, expertise of the full-time faculty have been utilized to help train part-time instructors.

This survey effectively evaluated the current status of values being used by full and part-time faculty in the educational process. The results were used by the College to revise several faculty training programs to enhance the instruction of part-time faculty. Finally, a follow-up survey will be used to re-evaluate the results of these improvements.

Implications for Strategic Planning

The authors of this paper are the leaders of strategic planning at this College. As such, they are responsible for presenting relevant information to be used in the internal and external analyses of conditions facing the College. The information from this survey will be incorporated into that analysis. The results have provided the College leadership with a benchmark, not only concerning the differences between part-time and full-time faculty, but between the College faculty and faculty throughout the country.

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